



Calculating the Roster Verification

Instructional Availability

Guidelines and Scenarios

Overview

The scenarios in this document are meant to be a guide for determining “Instructional Availability” in the Roster Verification process. Districts may use different formulas or rules to determine “Instructional Availability” to meet their specific district policies and procedures. Remember that Roster Verification is for those teachers who are the teacher of record, who co-teach, or who have direct responsibility for instruction in classes/courses where EOGs, EOCs, CTE exams, or Common Exams are being administered. (Please note: Roster Verification does not impact next year’s scheduled teacher evaluation pilots for those teachers who are not teachers of record and/or teaching students in courses where there is no EOG, EOC, CTE exam or Common Exam.)

In determining the “Instructional Availability” percentage for each student in Roster Verification, the teacher should consider the proportion of the semester or year that the teacher and student were assigned to each other. This is generally 100% and therefore the field value defaults to 100%.

There are times when teachers will need to adjust the “Instructional Availability” to be less than 100% due to employment for less than a year/semester or when a student is not enrolled for the entire year/semester. In addition, there may be situations when a district will choose to adjust the percentage for a teacher due to special circumstances.

Below are scenarios to illustrate when the “Instructional Availability” should be reduced due to employment periods of teachers or for membership of students.

Employment Periods

Scenario 1(Teacher begins after the start of school): A teacher begins after the first month of school in a 10-month school year.

The teacher was employed one month into the year and therefore was available to teach the student 9 of the 10 months of the school year or 90% “instructional availability.”

Scenario 2 (Teacher leaves the school): A teacher is transferred mid-year to another school in the district.

The teacher was employed and the students were assigned to him/her for 5 months, but the district moved the teacher to another school for the remainder of the year. The teacher will have 50% “Instructional Availability” for students at both schools.

Student Enrollment Period (in Membership)*

Scenario 1 (Student not enrolled for full year): A student moves to the school three months into the school year in a year-long class.

The teacher has the student on his/her class roll for 7 months of a 10 month year. The “instructional availability” would be 70%.

Scenario 2 (Student not enrolled for full year): A student leaves the school after 6 months in a year-long class.

The teacher has the student on his/her class roll for 6 months of a 10 month year. The “instructional availability” would be 60%.

Scenario 2 (Student not enrolled for full semester): A student enrolls 2 months into a five month semester class.

The teacher has the student on his/her class roll for 3 months of a 5 month semester. The “instructional availability” would be 60%.

* When determining “Instructional Availability” a student’s absences are not considered. The “Instructional Availability” is figured on the period of time that the student is in membership (enrolled) in the school and on a teacher’s roll.

Below are examples that illustrate when districts might choose to reduce the instructional availability for special circumstances. *Districts should take care to be consistent in approach across schools/teachers in addressing unique situations.*

Leave Situations

Scenario 1(Teacher is on leave): A teacher is on leave for two months out of a 10-month school year.

The teacher was employed and the students were assigned to him/her, but the teacher was only available to teach students 8 months of the instructional year or 80% available. The district may decide to acknowledge the fact that the teacher was unavailable to provide instruction while on leave and direct the teacher to enter 80% “instructional availability.”

Scenario 2 (Teacher is on leave): A teacher is on leave for one month of a five-month semester.

The teacher was employed and the students were assigned to him/her, but the teacher was only available to teach the students for 4 or the five months of the semester or 80% of the semester. The district may decide to acknowledge the fact that the teacher was unavailable to provide instruction while on leave and direct the teacher to enter 80% “instructional availability.”

Student is pulled from core instruction for support services

Scenario 1(Student receives significantly less instruction than classroom peers):

An elementary student is pulled during a content course period for specialized instruction that is NOT in the same content area. For example, a student is pulled from a 60 minute math class for 20 minutes of individualized reading instruction every day.

The math teacher has 40 minutes of the 60 minute period to provide instruction on a daily basis. The regular classroom math teacher would claim 67% “Instructional Availability” (40 minutes daily of the 60 minutes). The remaining twenty minutes of math instruction would go unclaimed since no other teacher is teaching the other 20 minutes of instruction.

Note: Teachers should complete roster verification for students regardless of whether they have been enrolled for 70 days in a semester course or 140 days in a year.